



2023-2024

Prisk Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

SBAC ELA:
Current Overall = 78.4% Met/Exceed
Current Rank = 5th (Includes K-8)
Cohort Change = +9% (From Prev. Yr)

SBAC ELA Subgroup:
Hispanic Subgroup: 79% (Rank = 1st)
SpEd Subgroup: 64% (Rank = 3rd)
AA Subgroup: 48% (Rank = 10th)
EL + RFEP Subgroup: 75% (Rank = Tied 2nd)
3rd Grade: 75% (Rank = 7th)
4th Grade: 74.5% (Rank = 7th)
5th Grade: 85.7% (Rank = 3rd)

FRSA Met/Exceeded:
Kinder (82%)
1st Grade (83%)
2nd Grade (90%)

i-Ready ELA:
Total Early On + Mid/Above = 85%
Rdg At/Above stayed At/Above = 168 Students (100% Stayed)
Rdg Below Moved to At/Above = 153 Students (70%, 107 Students Moved to At/Above)
Rdg Below, Made Positive Placement Change = 80%

blank 1 0.65 %
4 1 0.65 %
3 7 4.58 %
2 61 39.87 %
1 53 34.64 %
0 30 19.61 %

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

SBAC ELA:

Students in grades 3-5 will collectively be ranked in the top 5 of all LBUSD elementary schools and/or meet or exceed the previous year's rank on the SBAC ELA exam.

Students in the Hispanic subgroup will remain in the top 5.

Students in the SpEd (RSP/Speech) subgroup will remain in the top 5.

Students in the AA subgroup will move into the top 5 and we will lessen the achievement gap to within 10% for AA students and our total school population.

FRSA:

Ninety percent (90%) of students in grades K-2 will meet/exceed grade-level expectations on the FRSA by June 2024.

i-Ready:

Students achieving at or above grade level in ELA at the beginning of the school year will continue to be at or above grade level by June 2024.

Students achieving below grade level in ELA at the beginning of the school year will make more than 1-year's growth by June 2024.

All EL students will exceed 1-year's growth (i-Ready) and increase their overall ELPAC proficiency by at least one level.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

SBAC Math:
Current Overall = 71.2% Met/Exceed
Current Rank = 4th (Includes K-8)
Cohort Change = -1% (From Prev. Yr)

SBAC Math Subgroup:
Hispanic Subgroup: 64% (Rank = 3rd)
SpEd Subgroup: 57% (Rank = 2nd)
AA Subgroup: 57% (Rank = 4th)
EL + RFEP Subgroup: 52.9% (Rank = 8th)
3rd Grade: 73% (Rank = 10th)
4th Grade: 76.6% (Rank = 3rd)
5th Grade: 63.7% (Rank = 4th)

i-Ready Math:
Total Early On + Mid/Above = 76%
Math At/Above stayed At/Above = 101 Students (100% Stayed)
Math Below Moved to At/Above = 220 Students (65%, 142 Students Moved to At/Above)
Math Below Positive Placement Change = 76%

blank 1 0.45 %
3 4 1.82 %
2 93 42.27 %
1 69 31.36 %
0 52 23.64 %
-1 1 0.45 %

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

SBAC Math:
Students in grades 3-5 will collectively be ranked in the top 5 of all LBUSD elementary schools and/or meet or exceed the previous year's rank on the SBAC Math exam.
Students in the Hispanic subgroup will remain in the top 5.
Students in the SpEd (RSP/Speech) subgroup will remain in the top 5.
Students in the AA subgroup will remain in the top 5 and we will lessen the achievement gap to within 10% for AA students and our total school population.
Other??

Math Facts:
All students will meet (3) or exceed (4) grade-level standards for math facts by June 2024.

i-Ready:
Students achieving at or above grade level in Math at the beginning of the school year will continue to be at or above grade level by June 2024.
Students achieving below grade level in Math at the beginning of the school year will make more than 1-year's growth by June 2024.
All EL students will exceed 1 year's growth

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

ELA iReady:
EL Subgroup Relative Placement Change
blank 4 25.00 %
4 1 6.25 %
3 2 12.50 %
2 3 18.75 %
1 3 18.75 %
0 3 18.75 %

Math iReady:
EL Subgroup Relative Placement Change
blank 4 25.00 %
3 1 6.25 %
2 5 31.25 %
1 2 12.50 %
0 4 25.00 %

ELPAC:
Only 8 students have longitudinal data available
1 of 8 students MET increased by two levels.
2 of 8 students MET increased by one level.
4 of 8 students NOT MET maintained their overall score.
1 of 8 students NOT MET decreased by one level.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

EL Subgroup:
ELA (i-Ready): All EL students will exceed 1 year's growth
Math (i-Ready): All EL students will exceed 1 year's growth
ELPAC: All EL students will increase their overall ELPAC proficiency by at least one level.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

SEL Measures
Growth Mindset (80%), % Change (+3%), Current Rank (Top Quintile)
Self-Management (79%), % Change (+3%), Current Rank (Top Quintile)
Social Awareness (74%), % Change (+1%), Current Rank (Top Quintile)
Self-Efficacy (71%), % Change (+10%), Current Rank (Top Quintile)
Relationship Skills (81%), % Change (+10%), (Rank Not Listed)
Responsible Decision-Making (83%), % Change (+6%), (Rank Not Listed)

Culture/Climate Measures
Knowledge & Fairness of Rules, Discipline, & Norms, (77%), % Change (-10%), Current Rank (2nd Quintile) YIKES!
Sense of Belonging/School Connectedness (76%), % Change (-4%), Current Rank (3rd Quintile) Yikes!
Climate of Support for Academic Learning (79%), % Change (0%), Current Rank (3rd Quintile) Yikes!
Safety (73%), % Change (-5%), Current Rank (4th Quintile)

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

SEL Measures Goal:

Positive student responses on each SEL competency as measured by the CORE survey will remain in the top quintile of all Core Survey schools.

Culture/Climate Measures Goal:

Positive student responses for ALL measures of school culture/climate on the CORE survey will improve to the top quintile of all Core Survey schools.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) SBAC ELA: Students in grades 3-5 will collectively be ranked in the top 5	Goal Partially or Not Met	SBAC ELA: Current Overall = 78.4% Met/Exceed	ACTION PLAN: From September through December 2023, we used centrally funded positions (Literacy teacher

of all LBUSD elementary schools and/or meet or exceed the previous year's rank on the SBAC ELA exam. Current Rank = 3rd (80%)

-Students in the Hispanic subgroup will remain in the top 5. (Current Rank = Tied for 1st - 76%)

-Students in the SpEd (RSP/Speech) subgroup will remain in the top 5. (Current Rank = 1st - 68%)

-Students in the AA subgroup will remain in the top 5 and we will close the achievement gap between AA students and students of all other ethnic subgroups. (Current Rank = 5th - 69%)

FRSA:

Ninety percent (90%) of students in grades K-2 will meet/exceed grade-level expectations on the FRSA by June 2023.

i-Ready, FRSA, ELA PTs, etc: Students achieving at or above grade level in ELA at the beginning of the school year will continue to be at or above grade level by June 2023.
Students achieving below grade

Current Rank = 5th (Includes K-8)
Cohort Change = +9% (From Prev. Yr)

SBAC ELA Subgroup:

Hispanic Subgroup: 79% (Rank = 1st)

SpEd Subgroup: 64% (Rank = 3rd)

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Rdg Below Moved to At/Above = 153 Students (70%, 107 Students Moved to At/Above)

Rdg Below, Made Positive Placement Change = 80%

blank 1 0.65 %

4 1 0.65 %

3 7 4.58 %

2 61 39.87 %

1 53 34.64 %

and IIC) to do small group pull-out programs with 10-12 students in each grade level who are most underperforming, paying special attention to our subgroups (AA, Hispanic, EL, SpEd). While these specialists are working with their students, small group instruction is taking place in the classroom teacher's room, ensuring our students receiving intervention do not miss Tier I instructional time. The literacy teacher will continue this support for the entire school year for grades K-2.

Beginning in January 2024, the IIC will be pushing into each classroom during workshop time on Mondays to assist students with independent routines while each teacher pulls small groups, including those students who were previously being pulled out for intervention with the IIC, but no longer need the intensive support of an intervention program 4-5 days per week for 45-minutes per day. The IIC will support those students in folding back into the classroom workshop routines and monitor student progress for regression of any kind.

Three teachers continue to have students who qualify for a more intensive pull-out intervention program with the IIC, but for a shortened length of time per day.

An outside tutoring agency will continue to work with small groups from other classrooms that need additional support a few days per week for

level in ELA at the beginning of the school year will make more than 1-year's growth by June 2023.
 All EL students will exceed 1-year's growth (i-Ready, FRSA, ELA PTs, etc.) and increase their overall ELPAC proficiency by at least one level.

ACTION PLAN:
 We are using centrally funded positions (Literacy teacher and IIC) to do small group pull-out programs with 10-12 students in each grade level who are most underperforming, paying special attention to our subgroups (AA, Hispanic, EL, SpEd). While these specialists are working with their students, small group instruction is taking place in the classroom teacher's room, ensuring our students receiving intervention do not miss Tier I instructional time.

PROGRESS MONITORING:
 IIC & Principal meet weekly to discuss the progress of students (gr. 3-5) and the achievement of students currently in the intervention groups. Students not in intervention groups are monitored to see who

0 30 19.61 %

8 weeks.

PROGRESS MONITORING:
 IIC and Principal meet weekly to discuss the progress of students (gr. 3-5) and the achievement of students currently in the intervention groups. Students not in intervention groups are monitored to see who might be in need of joining.

The Literacy Teacher and Principal meet weekly to discuss the progress of students (gr. K-2) and the achievement of students currently in the intervention groups. Students not in intervention groups are monitored to see who might be in need of joining.

Teachers do PDSA cycles (3x per year) and arrange their small groups based on their data/needs during these times and in between those times using formative and interim data collection.

	<p>might be in need of joining. The Literacy Teacher & Principal meet weekly to discuss the progress of students (gr. K-2) and the achievement of students currently in the intervention groups. Students not in intervention groups are monitored to see who might be in need of joining.</p> <p>Teachers do PDSA cycles (3x per year) and arrange their small groups based on their data/needs during these times and in between those times using formative and interim data collection.</p>			
Math	<p>1) SBAC Math: Students in grades 3-5 will collectively be ranked in the top 5 of all LBUSD elementary schools and/or meet or exceed the previous year's rank on the SBAC Math exam. Current Rank = Tied for 2nd (74%)</p> <ul style="list-style-type: none"> -Students in the Hispanic subgroup will remain in the top 5. (Current Rank = 1st - 66%) -Students in the SpEd (RSP/Speech) subgroup will remain in the top 5. (Current Rank = 2nd - 61%) -Students in the AA subgroup will move into the top 5 and we will 	Goal Partially or Not Met	<p>SBAC Math: Current Overall = 71.2% Met/Exceed Current Rank = 4th (Includes K-8) Cohort Change = -1% (From Prev. Yr)</p> <p>SBAC Math Subgroup: Hispanic Subgroup: 64% (Rank = 3rd) SpEd Subgroup: 57% (Rank = 2nd) AA Subgroup: 57% (Rank = 4th) EL + RFEP Subgroup: 52.9% (Rank = 8th) 3rd Grade: 73% (Rank = 10th) 4th Grade: 76.6% (Rank = 3rd) 5th Grade: 63.7% (Rank = 4th)</p>	<p>ACTION PLAN: We are using funds from the central office to offer tutoring in math for our students with the most needs in grades 3-5.</p> <p>We are also allocating some of our LCFF money to do a Spring Math Clinic for basic facts fluency to ensure all students meet or exceed the standards for their grade level.</p> <p>Beginning in January 2024, the district-funded IIC will be pushing into each 3-5 classroom, once or twice a week, during Tier 1 direct math instruction. She will be utilizing the "Pick 4" strategy, where the classroom teacher chooses four students for her to focus on during math. While observing and supporting Tier I</p>

close the achievement gap between AA students and students of all other ethnic subgroups. (Current Rank = 7th - 50%)

Math Facts:

All students will meet (3) or exceed (4) grade-level standards for math facts by June 2023.

i-Ready, Unit Exams, etc:

Students achieving at or above grade level in Math at the beginning of the school year will continue to be at or above grade level by June 2023.

Students achieving below grade level in Math at the beginning of the school year will make more than 1-year's growth by June 2023.

All EL students will exceed 1 year's growth (i-Ready, Unit Exams, etc.)

ACTION PLAN:

We are using funds from the central office to offer tutoring in math for our students with the most needs in grades 3-5.

We are also allocating some of our LCFF money to do a Spring Math Clinic for basic facts fluency

i-Ready Math:

Total Early On + Mid/Above = 76%

Math At/Above stayed At/Above = 101 Students (100% Stayed)

Math Below Moved to At/Above = 220 Students (65%, 142 Students Moved to At/Above)

Math Below Positive Placement

Change = 76%

blank 1 0.45 %

3 4 1.82 %

2 93 42.27 %

1 69 31.36 %

0 52 23.64 %

-1 1 0.45 %

instructional strategies, she will utilize formative assessment strategies to collaborate with the classroom teacher on engagement strategies and scaffolds that will be helpful for those students to be most successful in meeting the standards. Those strategies and scaffolds can also support other students in the classroom and be shared with other teachers to ensure all students have access to grade-level curriculum.

PROGRESS MONITORING:

IIC & Principal meet weekly to discuss the progress of students (gr. 3-5) and the achievement of students currently in the tutoring groups. Students not in tutoring groups are monitored to see who might be in need of joining.

Teachers do PDSA cycles (3x per year) and arrange their small groups based on their data/needs during these times and in between those times using formative and interim data collection.

Math Clinic student progress is monitored weekly and students are assessed when they demonstrate readiness to achieve a 3 or 4 on their math facts assessments.

	<p>to ensure all students meet or exceed the standards for their grade level.</p> <p>PROGRESS MONITORING: IIC & Principal meet weekly to discuss the progress of students (gr. 3-5) and the achievement of students currently in the tutoring groups. Students not in tutoring groups are monitored to see who might be in need of joining. Teachers do PDSA cycles (3x per year) and arrange their small groups based on their data/needs during these times and in between those times using formative and interim data collection. Math Clinic student progress is monitored weekly and students are assessed when they demonstrate readiness to achieve a 3 or 4 on their math facts assessments.</p>			
English Learner	<p>1) EL Subgroup: -ELA (i-Ready, FRSA, ELA PTs, etc.): All EL students will exceed 1 year's growth -Math (i-Ready, Unit Exams, etc.): All EL students will exceed 1 year's growth -ELPAC: All EL students will</p>	Goal Partially or Not Met	<p>ELA iReady: EL Subgroup Relative Placement Change blank 4 25.00 % 4 1 6.25 % 3 2 12.50 % 2 3 18.75 % 1 3 18.75 %</p>	<p>ACTION PLAN: We are using central funding to pay for our Literacy teacher to do a tutoring program that serves all newcomers and English learners.</p> <p>In addition, we used the funding to purchase Lexia English which focuses on speaking and listening skills for emergent multilingual learners.</p>

	<p>increase their overall ELPAC proficiency by at least one level.</p> <p>ACTION PLAN: We are using central funding to pay for our Literacy teacher to do a tutoring program that serves all newcomers and English learners.</p> <p>In addition, we used the funding to purchase Lexia English which focuses on speaking and listening skills for emergent multilingual learners.</p> <p>PROGRESS MONITORING: The progress of our EL students is monitored by the classroom teachers and the Literacy Teacher who organizes and supervises the after-school enrichment program for these students. We utilize numerous data points such as I-Ready, Lexia English, Core 5, Wonderworks, in-class assessments, district assessments, etc. to monitor their growth.</p>		<p>0 3 18.75 %</p> <p>Math iReady: EL Subgroup Relative Placement Change blank 4 25.00 % 3 1 6.25 % 2 5 31.25 % 1 2 12.50 % 0 4 25.00 %</p> <p>ELPAC: Only 8 students have longitudinal data available 1 of 8 students MET increased by two levels. 2 of 8 students MET increased by one level. 4 of 8 students NOT MET maintained their overall score. 1 of 8 students NOT MET decreased by one level.</p>	<p>PROGRESS MONITORING: The progress of our EL students is monitored by the classroom teachers and the Literacy Teacher who organizes and supervises the after-school enrichment program for these students. We utilize numerous data points such as I-Ready, Lexia English, Core 5, Wonderworks, in-class assessments, district assessments, etc. to monitor their growth.</p>
Culture/Climate	1) Positive student responses on each SEL competency as measured by the CORE survey will remain in, or improve to the top quintile of all Core Survey	Goal Partially or Not Met	SEL Measures Growth Mindset (80%), % Change (+3%), Current Rank (Top Quintile) Self-Management (79%), % Change (+3%), Current Rank (Top	SEL Measures Goal: Positive student responses on each SEL competency as measured by the CORE survey will remain in the top quintile of all Core Survey schools.

schools.

All classes will incorporate SEL in their lessons as identified in OCIPD curriculum resource documents.

Positive student responses for each measure of school culture/climate on the CORE survey will remain in, or improve to the top quintile of all Core Survey schools.

Maintain & adhere to a tiered plan to provide outreach and ongoing support to all enrolled students.

At least 97% of students will have a positive school attendance rate (at least 90% of all school days).

ACTION PLAN:
The school counselor is doing in-class lessons for all students on a variety of topics related to SEL (personal space, bullying, self-management, choice-making, etc. These lessons are in addition to the Safe & Civil Schools programs we have in place for positive behavior recognition, accountability for one's actions,

Quintile)
Social Awareness (74%), % Change (+1%), Current Rank (Top Quintile)
Self-Efficacy (71%), % Change (+10%), Current Rank (Top Quintile)
Relationship Skills (81%), % Change (+10%), (Rank Not Listed)
Responsible Decision-Making (83%), % Change (+6%), (Rank Not Listed)

Culture/Climate Measures
Knowledge & Fairness of Rules, Discipline, & Norms, (77%), % Change (-10%), Current Rank (2nd Quintile) YIKES!
Sense of Belonging/School Connectedness (76%), % Change (-4%), Current Rank (3rd Quintile) Yikes!
Climate of Support for Academic Learning (79%), % Change (0%), Current Rank (3rd Quintile) Yikes!
Safety (73%), % Change (-5%), Current Rank (4th Quintile)

SEL ACTION PLAN:
The school counselor is doing in-class lessons for all students on a variety of topics related to SEL (personal space, bullying, self-management, choice-making, etc. These lessons are in addition to the Safe & Civil Schools programs we have in place for positive behavior recognition, accountability for one's actions, restorative justice, etc.

MTSS training provided to all teachers and interventions/support partners (i.e., Kids Club, Tutoring, Counselor, SBMH, Care Solace, Bethune, Assistance League, etc.) is utilized whenever a need is recognized.

Positive Behavior Recognition/Incentive Program in place for demonstrating Prisk Guidelines for Success.

All classes will incorporate SEL in their lessons as identified in OCIPD curriculum resource documents.

SEL Facilitator will train and model for the classroom teachers how to use and implement the Sanford Harmony Social and Emotional Learning curriculum. These Everyday Practices will include establishing classroom and personal Harmony Goals which will be revisited regularly, engaging in student-centered community building Meet Up activities 1-2 times per week, and providing daily peer relationship building

restorative justice, etc.
MTSS training provided to all teachers and interventions/support partners (i.e., Kids Club, Tutoring, Counselor, SBMH, Care Solace, Bethune, Assistance League, etc.) is utilized whenever a need is recognized.
Positive Behavior Recognition/Incentive Program in place for demonstrating Prisk Guidelines for Success.

PROGRESS MONITORING:
4th and 5th-grade students participate in the Fall and Winter Pulse surveys and in March they take the Core Survey to measure SEL and Culture/Climate data. Students who need SEL/behavioral intervention are supported by the classroom teacher (reward systems, daily contracts, parent communication, etc.) and by the administrator/counselor.

Buddy Up opportunities.

In addition, the SEL Facilitator will assist the classroom teachers in implementing two targeted SEL units by the end of the 2023-24 school year.

Culture/Climate Measures Goal:
Positive student responses for ALL measures of school culture/climate on the CORE survey will improve to the top quintile of all Core Survey schools.

CULTURE/CLIMATE ACTION PLAN:

Knowledge & Fairness of Rules, Discipline, & Norms:

Behavior Expectations Assemblies will be in-person and presented by the Principal. All teachers (and other certificated employees) and recreation aides will attend at least one assembly for consistency of messaging.

A Playground Pledge is posted in all classrooms and in strategic locations on the playground to provide consistent messaging for playground expectations.

A Problem Solving Wheel is posted in all classrooms used by staff to provide students with choices for how to practice solving problems that may arise.

A Prisk Incident Report record sheet will be consistently used by staff to communicate to students and families the expectations of our school.

Students have an opportunity to receive weekly Ignition Slips and prizes in recognition of displaying scholarly traits.

Sense of Belonging/School Connectedness

Wellness Lessons (3-4x per year) will be presented by the school counselor in each class.

Maintain & adhere to a tiered plan to provide outreach and ongoing support to all enrolled students.

At least 97% of students will have a positive school attendance rate (at least 90% of all school days).

Families will be periodically invited on-site for Power Lunches to welcome students and their families to enjoy our outdoor school environment.

Students and families will be invited to participate in on-campus community building/fundraising events (Pumpkin Palooza, Rocket Run, etc.) to help promote an inclusive community.

Climate of Support for Academic Learning:

			<p>*Panorama Playbook Lessons & Activities (Pending)</p> <p>Safety: *Panorama Playbook Lessons & Activities (Pending)</p> <p>PROGRESS MONITORING: 4th and 5th-grade students participate in the Fall and Winter Pulse surveys and in March they take the Core Survey to measure SEL and Culture/Climate data. Students who need SEL/behavioral intervention are supported by the classroom teacher (reward systems, daily contracts, parent communication, etc.) and by the administrator/counselor.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Additional office staff hours to support the management, aquisition, organization, etc. of school operations, facilites, materials, personnel, parent communications, etc. as needed for the opening of school, during the school year, and the closing of the school year. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
To facilitate release time and/or additional hourly compensation for collaborative planning, data analysis, professional development and observations which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams in addition to integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional Instructional Aide hours to support students in learning and practicing their basic math facts. This will take place from March through May 4 days per week for 30 minutes plus additional prep time for the IA supporting the work. (IN 3)	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact

Additional recreational staff hours to support certificated staff in delivering physical education lessons in a weekly 3-day rotation that allows for alternating CSR opportunities at each grade level to provide intervention and enrichment for all students. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials, supplies, and compensation for implementation of district and site instructional, intervention, enrichment and SEL programs, and for classroom and school operations and management needs. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Additional Instructional Aide hours to support the school's engineering programs (EIE and/or PLTW). This includes planning, setup, student support during lessons, and organizations of materials. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
To fund the cost of professional development conferences (registration and associated costs) to enhance collaborative planning, data analysis, interventions, and enhancements to the core curriculum which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams in addition to integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to

<p>focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
<p>ELA/Literacy and Mathematics: Opportunities for class size reduction, small group instruction, intervention and acceleration.</p> <p>Physical Education: Support for standards-based PE instruction, also provides the CSR opportunities listed above.</p> <p>School Climate: Safety, Supervision, Conflict Resolution</p>	<p>ELA/Literacy and Mathematics: Students achieving below grade-level will make more than one year's growth. Students achieving at/above grade-level will make one year's growth or more.</p> <p>Physical Education: Skill improvement and/or mastery. Continued support for class-size reduction in literacy and math.</p> <p>School Climate: Students will be adequately supervised on campus, learn and practice good sportsmanship, and have support with conflict resolution.</p>	All Students	<p>Hourly Recreation Aide (1) for 648 hours annually LCFF Rec 40%, LCFF 60%</p> <p>Hourly Recreation Aide (4) for 540 hours annually LCFF Rec 100% Hourly</p> <p>Recreation Aide (2) for 432 hours annually LCFF Rec 100%</p> <p>TOTAL = \$66,468 (LCFF & LCFF Rec)</p>	Daily	All Teachers, Recreation Aides, Admin, & Support Staff	Core Survey SBAC ELA SBAC Math i-Ready

Adaptive Materials Materials, Supplies, Equipment for RTI Implementation PE Equipment Playground Equipment & Supplies Furniture Additional Hourly Compensation Classroom and Office Materials Culture-Climate Survey (Student-Staff) 40, SEL Survey 20, Core Curriculum 20, Basic Services 20	Materials, supplies, and compensation for implementation of district and site needs in the areas of instruction, intervention, enrichment, SEL programs, classroom/school operation and management needs.	All Students, All Staff, Hispanic, Identified At-Risk Students, Special Education, Support Staff/Counselors	LCFF \$4,000 Materials - LCFF 100% Services - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Principal, Teachers, Support Staff, Office Staff, Specialists, Counselor	Classroom Observations Common Area Observations RTI and PDSA Conferences District Assessment Scores State Assessment Scores Culture-Climate Survey (Student- Staff) 40, SEL Survey 20, Core Curriculum 20, Basic Services 20
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>CDC/Head-Start provides a transition report for incoming students. Report is given to the classroom teacher. For all students who receive special education or related services, IEP summaries are reviewed by case carrier and service providers. A copy is given to the classroom teacher. Prisk has a booth at the Education Celebration in January of each year. Information about the school, in addition to information specific to incoming kindergarten families is available. Parents have the opportunity to participate in school tours in March and are welcomed/encouraged to come to our Open House in April. In August, a Kindergarten Orientation is scheduled; all kindergarten teachers attend so that students and families can meet the teacher and visit their classroom.</p>	<p>All of our 5th-grade students and their families are invited to attend the Education Celebration in January. All middle and k-8 schools have a booth for families to visit. Oftentimes, students and their families are welcome/invited to attend Open House at the middle/k-8 schools. The school counselor holds a matriculation meeting for parents to explain the process and answer any questions. Upon request, the counselor will assist parents with the online Middle School Choice application. Additionally, we partner with the middle school located directly across the street and provide opportunities for our students to visit and develop some familiarity with a middle school campus.</p>	N/A

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
No supplemental budgeted items have been approved.					

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
In order to participate in professional development opportunities, funding is needed to compensate staff members (as listed in "Person(s) Responsible") for additional time and/or pay for substitutes to cover their classes or campus responsibilities.	To facilitate release time and/or additional hourly compensation for collaborative planning, data analysis, professional development and observations which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams, integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision, and/or ensuring a positive and safe school climate for students and staff.	Substitute teacher full day (19) for 2 days LCFF 100% Teacher Hourly Extra Comp (25) for 1 hours annually LCFF 100% Total Cost (including benefits) = \$11,789	Quarterly/	Teachers, Administrators, TOSAs, Recreation Staff, Office Staff, Support Staff, LBUSD OCIPD Personnel, and Professional Organizations.	PDSA Cycle CIV Feedback Exit Surveys ILT Meetings ILT led PD ILT Plan and Goals Release Day Agenda (s) and Minutes Observation Feedback Safe & Civil Schools Data and Reports

<p>In order to participate in professional development opportunities, funding is needed to cover the cost of conference registrations and other costs associated with conference attendance. SBAC ELA 30, SBAC Math 30, High School Readiness 20, Other 20</p>	<p>To fund the cost of professional development conferences (registration and associated costs) to enhance collaborative planning, data analysis, interventions, and enhancements to the core curriculum which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams in addition to integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision.</p>	<p>LCFF \$600 Services - LCFF 100%</p>	<p>07/01/2023 - 06/30/2024 Monthly</p>	<p>Teachers K-5, LBUSD OCIPD personnel, professional organizations</p>	<p>PDSA Cycle CIV Feedback Exit Surveys ILT Meetings ILT led PD ILT Plan and Goals Release Day Agenda(s) and Minutes Observation Feedback</p>
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Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
<p>The Prisk staff is highly trained. Each has a multiple-subject teaching credential and some have additional credentials or Board Authorizations.</p> <p>We have a shared vision that centers around the integration of our STEAM program and we have a "Theory of Action" (5-year plan) to develop our understanding and application of differentiated instruction in the classroom. The professional development calendar for the school year is developed based on our focus area(s) for that year.</p> <p>Our Theory of Action (TOA) for 2023-2027 states: If we strategically plan through our various committees and teams, design equitable access to Tier 1 instruction, with a dual focus on providing enrichment for GATE/high achieving students and intervention for students needing additional support, we can equip our students with the essential skills and knowledge to meet or exceed grade-level standards. Critical to our action plan is cultivating a growth mindset and self-efficacy in our students while exploring the disciplines of STEAM.</p> <p>Additionally, throughout the year staff will engage in LBUSD-provided learning opportunities through MyPD and professional development sessions provided by an outside organization(s) (i.e. GAFE, PLTW, GATE) and/or school site personnel to further our STEAM-focused programs at Prisk. Teachers who acquire information aligned with our vision and goals serve as teacher leaders and coaches for the rest of the faculty.</p> <p>Teachers use the SST process to collaborate with the counselor and with families to ensure students who are not succeeding as expected receive appropriate interventions.</p>

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	21280

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Beth Cohen	07-31-2024
Staff	Classroom Teacher	Lisa Ruggiero	10-31-2024
Staff	Classroom Teacher	Debra Simmons	06-30-2025
Staff	Classroom Teacher	Jenny Chu	06-30-2025
Staff	Non Classroom Teacher	David Macander	06-30-2025
Community	Parent	Mike [REDACTED]	06-30-2025
Community	Parent	Mike [REDACTED]	06-30-2025
Community	Parent	Jeremy [REDACTED]	06-30-2025
Community	Parent	Brandi [REDACTED]	06-30-2025
Community	Parent	Amanda [REDACTED]	06-30-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 10/25/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/25/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:12/13/2023
6. The SPSA was approved at the following SSC Meeting: 12/13/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: Beth Cohen

Printed Name: Beth Cohen Date: 12/13/2023

SSC Chair: Lisa Ruggiero

Printed Name: Lisa Ruggiero Date: 12/13/2023

ELAC Chair: _____

Printed Name: _____ Date: _____



Prisk Elementary School School-Home Compact 2023-2024

Revised by Prisk School Site Council
10/25/23

As a school, we will:

- ❖ Teach the district-approved curriculum including the California Common State Standards (CCSS) and Social-Emotional Learning (SEL) curriculum.
- ❖ Strive to address the **individual needs** of each student.
- ❖ Communicate with parents regarding your student's progress.
- ❖ Create a welcoming, positive, and inclusive environment for all children and families.
- ❖ Work with parents to create a life-long love of learning for your child.
- ❖ Promote good problem-solving skills by teaching students the "[Problem-Solving Wheel](#)."
- ❖ Offer parent/guardian workshops & support parent involvement with school activities
- ❖ Promote a positive growth mindset for **all students**.
- ❖ Provide high-quality instruction in a healthy, safe, and **equitable learning environment**.
- ❖ Foster a sense of belonging for all students by connecting a **diverse and global perspective of the world** with the academic and social-emotional learning curriculum.
- ❖ Teach students skills for how to be **encouraging and supportive** of others.
- ❖ Provide equitable access for students with disabilities.
- ❖ Address issues of equity and social justice through restorative practices (develop empathy for how others feel and strive to repair relationships when others are hurt by our actions).
- ❖ Provide professional development for teachers and staff on equity and cultural competence.
- ❖ Foster inclusivity of individuals by providing lessons for students on skills on how to be encouraging and supportive to everyone.

Teacher's Signature

As a parent/guardian, I will:

- ❖ Make sure my child attends school daily, on time, and avoids leaving early.
- ❖ Review all school communication and return requested documents.
- ❖ Make an effort to attend Back to School Night, Open House, Parent-Teacher Conferences, school-offered parent/guardian workshops, and other activities.
- ❖ Take part in opportunities to volunteer on or off-campus when/if possible.
- ❖ Encourage my child to read daily and to provide an example myself by reading.
- ❖ Keep communication open from home to school regarding matters that may impact my child.
- ❖ Encourage good study habits using a positive growth mindset.
- ❖ Strive to make sure my child gets adequate sleep and breakfast; ask for support if needed.
- ❖ Support the school and district's homework, discipline, attendance, and dress code policies
- ❖ Promote the use of the school's "[Problem-Solving Wheel](#)" strategies at home
- ❖ Allow for authentic learning and academic perseverance.
- ❖ Limit TV watching and multimedia use.
- ❖ Support my child's social-emotional development, and advocate for policies and practices that promote mental health and well-being for all students.
- ❖ Strive to create an inclusive and welcoming home environment that promotes diversity, equity, and inclusion.
- ❖ Discuss how to be considerate of other cultures, languages, abilities, and families that may be different from our own.

Parent/Guardian's Signature

As a student, I will:

- ❖ Make sure I attend school daily.
- ❖ Arrive to class prepared and on time each day; ask for help if I need it.
- ❖ Return completed homework on time.
- ❖ Follow Prisk's Guidelines for Success and be responsible for my own behavior.
- ❖ Work as hard as I can on all my school assignments and ask questions when I need help
- ❖ Be respectful and use kind language to all adults, adult helpers, and students on campus.
- ❖ Use the "[Problem-Solving Wheel](#)" to help solve problems and communicate issues.
- ❖ Discuss with my parents what I am learning in school
- ❖ Prioritize the importance of reading nightly
- ❖ Encourage a **culture of support** instead of criticism. Take care of my body and mind, and ask for help when needed because everyone deserves to be healthy and happy.
- ❖ Help take care of the Earth and make it a better place, because everyone deserves to live in a healthy environment.
- ❖ Be creative and open to new ideas because everyone has something important to contribute.
- ❖ Be kind to students from all backgrounds.

Student's Signature



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Long Beach Unified School District



Prisk Elementary School Family Involvement Guidelines *(Revised 10.25.23)* For Non-Title I Schools

Prisk Elementary School recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Prisk will:

- 1. Provide resources and support** to families to create home environments that support their children's academic efforts and their development as responsible members of society.
e.g.: District Parent Center training offerings, site parent education training, individual classroom training based on need, and consider developing a Parent Educational Library with resources that can be checked out.
- 2. Share with families** how they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
e.g.: Information is disseminated to parents at parent conferences, Back to School Night, Open House, in the Prisk Newsletter, during Student Study Team (SST) meetings, during Individual Educational Plan (IEP) meetings, during 504 plan conferences through e-mail communications, and on the Prisk website.
- 3. Provide consistent and effective** two-way communication between the home and school so that families are aware of when and how they can support their children with classroom learning activities.
e.g.: Information is disseminated through Backpack Mail, e-mail communications, School Messenger notifications, progress reports, an open-door policy with administration, and parent conferences.
- 4. Provide training** for staff that emphasizes effective and culturally sensitive communication with the home, including support for communicating with non-English speaking families and how to provide opportunities for families to assist in the instructional process both at school and at home.
e.g.: Staff development survey based on grade level, school-wide and personal needs. Site/District personnel are used to assist with translations. Translators are invited to attend meetings to help facilitate 2-way communication.
- 5. Encourage families** to be active members of the school community by serving as volunteers in the schools, attending student performances and school meetings, and participating in site councils, advisory councils, and other activities in which they may take part in governance, advisory, and advocacy roles.
e.g.: Registering parents as VIPs to assist in the classroom and attend field trips, inviting parents to serve on various councils such as SSC, ELAC (if applicable), and district committees... Providing multiple opportunities for parents to participate in before, during, and after school activities such as PTA/Foundation-sponsored events, VIPS appreciation, school-wide community events, Pumpkin Palooza, Read-In Week, Marathon Mile, etc. Encourage 100% participation at Back to School Night, parent conferences, and Open House.

6. **Include families** of English Language Learners in the development, implementation, and evaluation of academic programs and funding through participation in the English Learner Advisory Committee (ELAC). Collaborate with families and provide resources to assist their children to achieve English proficiency.
e.g.: Forming an ELAC to advise and make recommendations regarding programs offered for our ELL students. Provide resources and parent training opportunities for parents/guardians.
7. **Ensure that all notices, reports, statements, or records** sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary. Applicable for your school **if** 15 percent or more of the student population speaks a single primary language other than English.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children’s education, including measures designed to involve families with cultural, language, or other barriers which may inhibit such participation.

* * * * *

ADOPTION

Prisk Elementary School’s Family Involvement Guidelines have been developed jointly with and agreed upon by, families at the school. The Guidelines were adopted by the site’s School Site Council members on **10/25/23** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **9/30/23**. Prisk, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Beth Cohen
Signature of Principal

10/25/23
Date

LEGAL REFERENCES
 EDUCATION CODE
 11500-11506 Programs to encourage parental involvement
 LABOR CODE
 230.8 Time off to visit child’s school

Adopted: January 28, 1991
 Revised: March 1, 1994
 February 6, 2001
 March 7, 2007
 LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2017